

**Texas Education Agency
Standard Application System (SAS)**

2014–2017 Texas Title I Priority Schools, Cycle 3

Program authority:	P.L.107-110 ESEA, as amended by the NCLB Act of 2001, Section 1003(g)	FOR TEA USE ONLY Write NOGA ID here:
Grant period:	August 1, 2014 – July 31, 2017. Pre-award costs permitted from grant preliminary award date to July 31, 2014.	
Application deadline:	5:00 p.m. Central Time, May 20, 2014	Place date stamp here. <div style="writing-mode: vertical-rl; transform: rotate(180deg);"> Received Texas Education Agency 2014 MAY 20 PM 2:20 Document Control Center </div>
Submittal information:	Six complete copies of the application, at least three with original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address: Document Control Center, Division of Grants Administration Texas Education Agency 1701 North Congress Ave Austin TX 78701-1494	
Contact information:	Shayna Ortiz Sheehan: shayna.sheehan@tea.state.tx.us; (512) 463-2617	

Schedule #1—General Information

Part 1: Applicant Information

Organization name Houston Independent School District	Vendor ID # 74-6001255	Mailing address line 1 4400 W. 18 th Street
Mailing address line 2	City Houston	State TX
		ZIP Code 77092-8501
County-District # 101912	Campus number and name 179 McGowen Elementary	ESC Region # #04
		US Congressional District # TX-18
		DUNS # 061292124

Primary Contact

First name Dana	M.I. A	Last name Arreola	Title Principal
Telephone # 713-636-6979	Email address Darreol2@houstonisd.org		FAX # 713-636-6983

Secondary Contact

First name Annetra	M.I. A	Last name Piper	Title Mgr., Grants Department
Telephone # 713-556-6785	Email address apiper@houstonisd.org		FAX # 713-556-7023

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name Terry	M.I. B	Last name Grier	Title Superintendent of Schools
Telephone # 713-556-6300	Email address hisdsuperintendent@houstonisd.org		FAX # 713-556-6323
Signature (blue ink preferred)			Date signed 5-13-14

Only the legally responsible party may sign this application.

Schedule #1—General Information

County-district number or vendor ID: 101912 Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8	Professional and Contracted Services (6200)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
9	Supplies and Materials (6300)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
10	Other Operating Costs (6400)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
11	Capital Outlay (6600/15XX)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 101912 Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
		No fiscal-related attachments are required for this grant.
		No program-related attachments are required for this grant.

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>program guidelines</u> for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all <u>Lobbying Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with <u>No Child Left Behind Act of 2001 Provisions and Assurances</u> requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 101912

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurances that if it receives TTIPS funds to serve one or more campus that it will ensure that each campus receives all of the state and local funds it would have received in the absence of the TTIPS grant funds. As a result, an LEA must provide a TTIPS grantee campus all of the non-Federal funds the campus would have received were it not a TTIPS grantee campus, and TTIPS funds must supplement the <i>amount</i> of those non-Federal funds. Note, however, that the campus does not need to demonstrate that TTIPS funds are used only for activities that supplement those activities the campus would otherwise provide with non-Federal funds.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	<p>The LEA provides assurance that it will meet the following federal requirements:</p> <ul style="list-style-type: none"> A. Use its School Improvement Grant to implement fully and effectively an intervention in each Priority or Tier I and Tier II school that the LEA commits to serve consistent with the final requirements. B. Establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Priority or Tier I and Tier II school that it serves with school improvement funds, and establish goals (approved by the SEA) to hold accountable its Tier III schools that receive school improvement funds. C. If it implements a restart model in a Priority, Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements. D. Monitor and evaluate the actions a school has taken, as outlined in the approved SIG application, to recruit, select and provide oversight to external providers to ensure their quality. E. Monitor and evaluate the actions schools have taken, as outlined in the approved SIG application, to sustain the reforms after the funding period ends and that it will provide technical assistance to schools on how they can sustain progress in the absence of SIG funding. F. Report to the SEA the school-level data required under section III of the final requirements.
4.	The LEA provides assurance that it will participate in any evaluation of the grant conducted by the U.S. Department of Education, including its contractors, or the Texas Education Agency, including its contractors.
5.	<p>If the LEA/campus selects to implement the turnaround model, the campus must implement the following federal requirements.</p> <ul style="list-style-type: none"> A. Replace the principal and grant the new principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to implement fully a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates; B. Use locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students; <ul style="list-style-type: none"> 1. Screen all existing staff and rehire no more than 50 percent; and 2. Select new staff. C. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school; D. Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies;

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 101912 | Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

#	Provision/Assurance
5.	<ul style="list-style-type: none"> E. Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new "turnaround office" in the LEA or SEA, hire a "turnaround leader" who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability; F. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards; G. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students; H. Establish schedules and implement strategies that provide increased learning time (as defined in this notice); and I. Provide appropriate social-emotional and community-oriented services and supports for students.
6.	<p>If the LEA/campus selects to implement the school closure model, the campus must implement the following requirement.</p> <ul style="list-style-type: none"> A. Enroll the students who attended that school in other schools in the LEA that are higher achieving within reasonable proximity to the closed school and may include, but are not limited to, charter schools or new schools for which achievement data are not yet available. B. A grant for school closure is a one-year grant without the possibility of continued funding.
7.	<p>If the LEA/campus selects to implement the restart model, the campus must implement the following federal requirements.</p> <ul style="list-style-type: none"> A. Convert or close and reopen the school under a charter school operator, a charter management organization (CMO), or an education management organization (EMO) that has been selected through a rigorous review process. A CMO is a non-profit organization that operates or manages charter schools by centralizing or sharing certain functions and resources among schools. An EMO is a for-profit or non-profit organization that provides "whole-school operation" services to an LEA. B. Enroll, within the grades it serves, any former student who wishes to attend the school.
8.	<p>If the LEA/campus selects to implement the transformation model, the campus must implement the following federal requirements.</p> <ul style="list-style-type: none"> 1. Develop and increase teacher and school leader effectiveness. <ul style="list-style-type: none"> (A) Replace the principal who led the school prior to commencement of the transformation model; (B) Use rigorous, transparent, and equitable evaluation systems for teachers and principals that-- <ul style="list-style-type: none"> 1. Take into account data on student growth as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and 2. Are designed and developed with teacher and principal involvement; (C) Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so; (D) Provide staff ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies; and (E) Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school.

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Schedule #2—Required Attachments and Provisions and Assurances	
County-district number or vendor ID: 101912	
Amendment # (for amendments only):	
Part 3: Program-Specific Provisions and Assurances	
#	Provision/Assurance
8.	2. Comprehensive instructional reform strategies. (A) Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards; and (B) Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students. 3. Increasing learning time and creating community-oriented schools. (A) Establish schedules and strategies that provide increased learning time; and (B) Provide ongoing mechanisms for family and community engagement. 4. Providing operational flexibility and sustained support. (A) Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates; and (B) Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).
9.	An LEA with nine (9) or more priority schools, may not implement the Transformation Model in more than 50 percent of those schools.
10.	The applicant provides assurance that the LEA will designate an individual or office with primary responsibilities for supporting the LEA/campus' school improvement efforts. This individual/office will have primary responsibility and authority for ensuring the effective implementation of the grant option approved by TEA; serve as the district liaison to TEA and those providing technical assistance and/or contracted service to the LEA/campus as part of the approved grant. The applicant also provides assurance that TEA will be notified immediately of any changes to this contact.
11.	The applicant provides assurance that a team from the grantee LEA/campus will attend and participate in grant orientation meetings, technical assistance meetings, and other periodic meetings of grantees, the Advancing Improvements in Education Conference, and sharing of best practices.
12.	The applicant provides assurances that it will participate in and make use of technical assistance and coaching support provided by TEA and/or its subcontractors.
13.	The applicant will establish or provide evidence of a system of formative assessment aligned to the Texas Essential Knowledge and Skills which provides robust, targeted data to evaluate the effectiveness of the LEA's curriculum and its alignment with instruction occurring on the campus; assesses progress on student groups' academic achievement at the campus level; and guide instructional decisions by teachers for individual students.
14.	The applicant will participate in a formative assessment of the LEA's capacity and commitment to carry out the grant intervention models.
15.	The applicant will provide access for onsite visits to the LEA and campus by TEA and its contractors.
16.	The applicant, if selecting the Restart Model, agrees to contract only with CMO or EMO providers on the State's approved list of CMO and EMO providers.
17.	The applicant, if selecting the Turnaround Model or Transformation Model agrees to the participation of the campus principal or principal candidates in a formative assessment of their turnaround leadership capacity.

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County-district number or vendor ID: 101912 | Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

#	Provision/Assurance
18.	<p>The LEA/campus assures TEA that data to meet the following federal requirements will be available and reported as requested.</p> <ul style="list-style-type: none"> A. Number of minutes within the school year. B. Average scale scores on State assessments in reading/language arts and in mathematics, by grade, for the “all students” group, for each achievement quartile, and for each subgroup.(ethnicity, sex, disability status, LEP status, economically disadvantaged status, migrant status) C. Number and percentage of students completing advanced coursework (e.g., AP/IB) early-college high schools, dual enrollment classes, or advanced coursework and dual enrollment classes. (High Schools Only) D. College enrollment rates. (High Schools Only) E. Teacher Attendance Rate F. Student Attendance Rate G. Student Completion Rate H. Student Drop-Out Rate I. Locally developed competencies created to identify teacher strengths/weaknesses J. Types of support offered to teachers K. Types of on-going, job-embedded professional development for teachers L. Types of on-going, job-embedded professional development for administrators M. Strategies to increase parent/community involvement N. Types of strategies which increase student learning time O. Number of teachers and principals at each performance level (proficient/non-proficient) used in the district evaluation systems for assigning teacher and principal performance ratings.

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Schedule #4—Request for Amendment

County-district number or vendor ID: 101912

Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail *or* by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertaining to the amendment to the following address: Document Control Center, Division of Grants Administration, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertaining to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-7915.

The last day to submit an amendment to TEA is listed on the TEA Grants Administration page. An amendment is effective on the day TEA receives it in substantially approvable form. Amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, pr... original... required to make certain changes to the application. Refer to the "When to Amend" guidance posted on the TEA Grants Administration page of the Division of Grants Administration Grant Management Resources page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

#	Schedule #	Class/ Object Code	A	B	C	D
			Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #7: Payroll	6100	\$	\$	\$	\$
2.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
3.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
4.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
5.	Schedule #11: Capital Outlay	6600/ 15XX	\$	\$	\$	\$
6.	Total direct costs:		\$	\$	\$	\$
7.	Indirect cost (%):		\$	\$	\$	\$
8.	Total costs:		\$	\$	\$	\$

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Schedule #4—Request for Amendment (cont.)

County-district number or vendor ID: 101912

Amendment # (for amendments only):

Part 4: Amendment Justification

Line #	# of Schedule Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 101912 | Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Houston ISD and McGowen Elementary School (McGowen ES) plan to implement the TEA Transformation Model in order to create notable changes and significant results on the campus in three years time. Because McGowen Elementary is an Improvement Required campus and has significant needs identified for improvement, this grant will benefit the population we serve by providing funding for resources to (1) improve overall teacher effectiveness through professional development opportunities, (2) enhance the school's climate and culture by funding a full-time social worker position to develop and implement a comprehensive program that increases academic achievement by decreasing discipline referrals and building students' self-confidence, (3) increasing engagement among parents and teachers by funding a full-time parent liaison position, 4) fund a full time Project Coordinator position to oversee the grant project and to ensure it is implemented with fidelity and (5) provide technology to bring the campus to a 21st century learning environment that will improve instructional delivery to all students. The budget was based on the needs analysis. We determined campus instructional and academic deficiencies and weaknesses.

While our students have made some academic growth, it's not enough to meet state and federal standards. The Stanford 10 and STAAR results from 2012-2013 revealed the following concerns for McGowen Elementary: 20% of McGowen's students scored at or above the 50th percentile in reading and 21% scored at or above the 50th percentile in math according to Stanford 10 data. According to STAAR data only 46% percent of our students met Level II Satisfactory in reading, only 35% met Level II Satisfactory in math, 44% met Level II Satisfactory in writing and only 28% met Level II Satisfactory in science. According to the 2013 System Safeguards, we failed to meet the 50% target in the following areas; reading, math, science, writing, economically disadvantaged and the African American subgroups.

McGowen Elementary will focus on developing and delivering objective-driven lessons, delivering rigorous differentiated instruction, aligning instruction with readiness and supporting standards, monitoring and tracking student progress on campus and district assessments and providing immediate intervention and individualized instruction for students identified as being at-risk of failure.

To increase student achievement in reading, we will implement Guided Reading and supplement phonics for identified students in Tier I instruction and Reading Mastery/Corrective Reading for Tier II and Tier III instruction. In addition, students in grades K-5 will receive 135 minutes of daily reading instruction. *Istation* and common assessments will be used to monitor student progress and inform instructional decisions. To increase student achievement in math, we will use hands on materials, manipulatives, technology and weekly monitoring of individual students. We also plan to implement a 90 minute math instructional block which will allow teachers time to deliver whole and small group instruction daily.

The RTI process will be used to immediately move students into intervention groups that will support their academic and behavioral needs. Interventions will take place before school, during the school day and after school. Content specific Curriculum Nights will serve our students and their families toward better understanding how skills taught at school can be reinforced through activities at home. These events will also help to strengthen the relationship between home and school. In addition, we will continue to work closely with our business partners who provide mentors, tutors and volunteers that help our students develop their social skills.

Teachers will meet as a professional learning community (PLC) weekly to interpret and develop a deeper understanding of the TEKS and develop objective-driven lessons for teaching the TEKS and SEs to the depth and complexity (focusing on the verb, concept, context, and vocabulary) needed to increase student achievement. All classroom instruction will be actively monitored for rigor by teachers during Instructional Rounds, District Teacher Development Specialists, School Support Officers, Teacher Specialists and the Campus Administrator. Campus administrators will also observe instruction and provide on-going feedback that focuses on instructional practices and planning for continuous improvement.

McGowen staff will actively work to meet the needs and objectives stated in the grant, as well as seek other sources to fully continue the program in subsequent years beyond the grant period. The following goals and objectives will guide

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Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 101912

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

the implementation of the grant:

- Increase targeted, job-embedded professional development for teachers
- Increase parental involvement through parent trainings
- Enhance campus culture to promote a culture of achievement and high expectations
- Increase the percent of students in 1st and 2nd grade who scored at or above the 50th percentile in reading based on Stanford 10 from 20% to 75% and increase the percent of students in grades 3-5 who scored at Level II Satisfactory in reading from 46% to 75% with at least 15% reaching Advanced Level III by the end of the 2014-2015 school year.
- Increase the percent of students in 1st and 2nd grade who scored at or above the 50th percentile in reading based on Stanford 10 from 21% to 75% and increase the percent of students in grades 3-5 who scored at Level II Satisfactory in reading from 35% to 75% with at least 15% reaching Advanced Level III by the end of the 2014-2015 school year.
- Increase leadership effectiveness

In order to address the aforementioned goals and objectives and to ensure that we are preparing students to excel at every level leading to college, McGowen will implement The TEA Transformation model and include: A) Community and parent outreach; B) Targeted job-embedded professional development to ensure that teachers effectively implement high-yield pedagogical strategies for all students; C) Implement the teacher appraisal system which is linked to specific job-embedded professional development based on teacher needs; D) Extended learning time; E) Professional Learning Communities (PLC); and F) Successful data-driven instruction.

The newly hired Project Coordinator will be responsible for all grant activities. On a daily basis, the Campus Leadership Team and Project Coordinator will monitor the grant activities and program scheduling. Each of these campus monitors has extensive knowledge and experience concerning the variables/factors affecting at-risk learners. In order to ensure that the grant activities will be conducted and completed according to the proposed timeline in this application, a checklist and a questionnaire will be designed and circulated online, to which those involved with the transformation of our campus can respond. A process of feedback will be built into this checklist that will be distributed monthly. The checklist will inquire about student participation and success based on the program's strategies and activities, tutorial assistance and attendance, number of mentors/tutors assigned and with whom they visited, progress reports on targeted students, timelines of designated grant activities, number of teachers, Teacher Specialists, administrators, and parents in attendance at training sessions, number of home visits, and more. Pertinent event calendars regarding the grant will also be established at the beginning of the school year, modified through the year, and circulated among all stakeholders on the campus, district, and community.

It is our intent that this application completely and accurately answers all TEA requirements.

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Schedule #6—Program Budget Summary						
County-district number or vendor ID: 101912			Amendment # (for amendments only):			
Program authority: P.L.107-110 ESEA, as amended by the NCLB Act of 2001, Section 1003(g)						
Project period: August 1, 2014 – July 31, 2017. Pre-award costs permitted from grant preliminary award date to July 31, 2014.			Fund code: 276			
Budget Summary						
Schedule #	Title	Class/ Object Code	3-Year Program Cost	3-Year Admin Cost	3-Year Total Budgeted Cost	Pre-Award
Schedule #7	Payroll Costs (6100)	6100	\$1,779,760	\$	\$1,779,760	\$
Schedule #8	Professional and Contracted Services (6200)	6200	\$1,297,296	\$	\$1,297,296	\$
Schedule #9	Supplies and Materials (6300)	6300	\$61,500	\$	\$61,500	\$
Schedule #10	Other Operating Costs (6400)	6400	\$75,000	\$	\$75,000	\$
Schedule #11	Capital Outlay (6600/15XX)	6600/15XX	\$380,500	\$	\$380,500	\$
Total direct costs:			\$3,594,056	\$	\$3,594,056	\$
3.126% indirect costs (see note):			N/A	\$59,902	\$59,902	\$
Grand total of budgeted costs (add all entries in each column):			\$3,594,056	\$59,902	*\$3,653,958	\$
Administrative Cost Calculation						
Enter the total grant amount requested:					\$3,653,958	
Percentage limit on administrative costs established for the program (5%):					× .05	
Multiply and round down to the nearest whole dollar. Enter the result.					\$182,698	
This is the maximum amount allowable for administrative costs, including indirect costs:						

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application.

Annual Budget Breakdown			
Year 1	Year 2	Year 3	3-Year Total Budget Request
\$1,217,986	\$1,217,986	\$1,217,986	*\$3,653,958

Note: No more than \$2,000,000 per year may be requested. *Total Budget Request above must match.

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Schedule #7—Payroll Costs (6100)					
County-district number or vendor ID: 101912		Amendment # (for amendments only):			
Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted	Pre-Award
Academic/Instructional					
1	Teacher	2		\$312,000	\$
2	Educational aide			\$	\$
3	Tutor			\$	\$
Program Management and Administration					
4	Project director			\$	\$
5	Project coordinator	1		\$181,500	\$
6	Teacher facilitator			\$	\$
7	Teacher supervisor			\$	\$
8	Secretary/administrative assistant			\$	\$
9	Data entry clerk	1		\$63,000	\$
10	Grant accountant/bookkeeper			\$	\$
11	Evaluator/evaluation specialist			\$	\$
Auxiliary					
12	Counselor			\$	\$
13	Social worker (alleviate barriers for students so they can be successful in school)	1		\$150,000	\$
14	Community liaison/parent coordinator			\$	\$
Other Employee Positions					
21	Parent Liaison	1		\$72,900	\$
22	Title			\$	\$
23	Title			\$	\$
24	Subtotal employee costs:			\$779,400	\$
Substitute, Extra-Duty Pay, Benefits Costs					
25	6112	Substitute pay-10 Subs (assist during teacher PD) @ \$95/DayX50 Days		\$142,500	\$
26	6119	Professional staff extra-duty pay-\$25/Hour for two Hours/Day for 20 Teachers (Extended Day) for 32 weeks		\$672,000	\$
27	6121	Support staff-extra-duty pay -\$19/Hour for two Hours/Day for 3 staff members (Extended Day) for 32 weeks		\$25,536	\$
28	6140	Employee benefits---9.90%		\$160,324	\$
29	61XX	Tuition remission (IHEs only)		\$	\$
30	Subtotal substitute, extra-duty, benefits costs			\$1,000,360	\$
31	3-Year Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			\$1,779,760	\$

For guidance on when to submit an amendment for changes to salary amounts in line items and a list of unallowable costs, see the guidance posted in the "Amendments" and "Grant Management Resources" sections of the Division of Grants Administration Grant Management Resources page.

Schedule #8—Professional and Contracted Services (6200)

For TEA Use Only	
Changes on this page have been confirmed with: Via telephone/fax/email (circle as appropriate)	On this date: By TEA staff person:

County-district number or vendor ID: 101912 | Amendment # (for amendments only):

NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

Expense Item Description		Grant Amount Budgeted	Pre-Award
6269	Rental or lease of buildings, space in buildings, or land Specify purpose:	\$	\$
6299	Contracted publication and printing costs (specific approval required only for nonprofits) Specify purpose:	\$	\$
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$	\$

Professional Services, Contracted Services, or Subgrants Less Than \$10,000

#	Description of Service and Purpose	Check If Subgrant	Grant Amount Budgeted	Pre-Award
1		<input type="checkbox"/>	\$	\$
2		<input type="checkbox"/>	\$	\$
3		<input type="checkbox"/>	\$	\$
4		<input type="checkbox"/>	\$	\$
5		<input type="checkbox"/>	\$	\$
6		<input type="checkbox"/>	\$	\$
7		<input type="checkbox"/>	\$	\$
8		<input type="checkbox"/>	\$	\$
9		<input type="checkbox"/>	\$	\$
10		<input type="checkbox"/>	\$	\$

b. Subtotal of professional services, contracted services, or subgrants less than \$10,000:

\$ \$

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000

Specify topic/purpose/service: Professional Development-1 Writing Coach/Consultant		<input type="checkbox"/> Yes, this is a subgrant	
Describe topic/purpose/service: Writing workshops for teachers, students and parents to teach them how to systematically organize their thoughts and communicate them effectively on paper (4 sessions with materials)			
Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted	Pre-Award
1	Contractor's payroll costs: \$2,500 per session # of positions: 1	\$30,000	\$
	Contractor's subgrants, subcontracts, subcontracted services	\$	\$
	Contractor's supplies and materials	\$	\$
	Contractor's other operating costs	\$	\$
	Contractor's capital outlay (allowable for subgrants only)	\$	\$
Total budget:		\$30,000	\$

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Schedule #8—Professional and Contracted Services (6200) (cont.)

County-District Number or Vendor ID: 101912 Amendment number (for amendments only):

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000 (cont.)

2	Specify topic/purpose/service: Self-esteem and leadership skill building		<input type="checkbox"/> Yes, this is a subgrant		
	Describe topic/purpose/service: Program to build student's social skills, increases students' self-confidence, teach them how to effectively problem-solve, increase parental involvement and improve school culture.				
	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted	Pre-Award	
	Contractor's payroll costs:\$10,000	# of positions: 1	\$30,000	\$	
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$	
	Contractor's supplies and materials		\$	\$	
	Contractor's other operating costs		\$	\$	
Contractor's capital outlay (allowable for subgrants only)		\$	\$		
Total budget:		\$30,000	\$		
3	Specify topic/purpose/service: Consultant/Coach for each core academic area		<input type="checkbox"/> Yes, this is a subgrant		
	Describe topic/purpose/service: 4 teacher consultants (one for each core content area) to provide professional development, model lessons and feedback (16 days).				
	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted	Pre-Award	
	Contractor's payroll costs: \$1,563 per day	# of positions: 4	\$300,096	\$	
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$	
	Contractor's supplies and materials		\$	\$	
	Contractor's other operating costs		\$	\$	
Contractor's capital outlay (allowable for subgrants only)		\$	\$		
Total budget:		\$300,096	\$		
4	Specify topic/purpose/service: Data-Driven Instruction Professional Development		<input type="checkbox"/> Yes, this is a subgrant		
	Describe topic/purpose/service: Professional service providers to target training for teachers on using data to differentiate instruction (1 initial training 3 follow up sessions)				
	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted	Pre-Award	
	Contractor's payroll costs:\$10,000	# of positions: 1	\$30,000	\$	
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$	
	Contractor's supplies and materials		\$	\$	
	Contractor's other operating costs		\$	\$	
Contractor's capital outlay (allowable for subgrants only)		\$	\$		
Total budget:		\$30,000	\$		
5	Specify topic/purpose/service: Core content tutors		<input type="checkbox"/> Yes, this is a subgrant		
	Describe topic/purpose/service: Provide small group instruction to students in grades 3-5 (6 Hours a Day/224 Days)				
	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted	Pre-Award	
	Contractor's payroll costs:\$25.00 hr	# of positions: 9	\$907,200	\$	
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$	
	Contractor's supplies and materials		\$	\$	
	Contractor's other operating costs		\$	\$	
Contractor's capital outlay (allowable for subgrants only)		\$	\$		
Total budget:		\$	\$		

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_____	_____

Schedule #8—Professional and Contracted Services (6200) (cont.)				
County-District Number or Vendor ID: 101912		Amendment number (for amendments only):		
Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000 (cont.)				
6	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted	Pre-Award
	Contractor's payroll costs:	# of positions:	\$	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
Total budget:		\$	\$	
7	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted	Pre-Award
	Contractor's payroll costs:	# of positions:	\$	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
Total budget:		\$	\$	
8	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted	Pre-Award
	Contractor's payroll costs:	# of positions:	\$	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
Total budget:		\$	\$	
c. Subtotal of professional services, contracted services, and subgrants greater than or equal to \$10,000:		\$	\$	
a. Subtotal of professional services, contracted services, and subgrant costs requiring specific approval:		\$	\$	
b. Subtotal of professional services, contracted services, or subgrants less than \$10,000:		\$	\$	
c. Subtotal of professional services, contracted services, and subgrants greater than or equal to \$10,000:		\$	\$	
d. Remaining 6200—Professional services, contracted services, or subgrants that do not require specific approval:		\$	\$	
(Sum of lines a, b, c, and d) 3-Year Grand total		\$1,297,296	\$	

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #9—Supplies and Materials (6300)							
County-District Number or Vendor ID: 101912				Amendment number (for amendments only):			
Expense Item Description							
Technology Hardware—Not Capitalized							
	#	Type	Purpose	Quantity	Unit Cost	Grant Amount Budgeted	Pre-Award
6399	1	Printer	Parent Resource Center	2	\$250.00	\$500.00	\$
	2				\$		
	3				\$		
	4				\$		
	5				\$		
6399	Technology software—Not capitalized					\$	\$
6399	Supplies and materials associated with advisory council or committee					\$	\$
Subtotal supplies and materials requiring specific approval:						\$	\$
Remaining 6300—Supplies and materials that do not require specific approval:						\$30,000	\$
3-Year Grand total:						\$61,500	\$

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #10—Other Operating Costs (6400)			
County-District Number or Vendor ID: 101912		Amendment number (for amendments only):	
Expense Item Description		Grant Amount Budgeted	Pre-Award
6411	Out-of-state travel for employees (includes registration fees)	\$45,000	\$
	Specify purpose: To attend 2015 International Reading Association conference		
6412	Travel for students (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations.	\$15,000	\$
	Specify purpose: Bus rental for field learning opportunities		
6413	Stipends for non-employees (specific approval required only for nonprofit organizations)	\$	\$
	Specify purpose:		
6419	Travel for non-employees (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations	\$	\$
	Specify purpose:		
6411/ 6419	Travel costs for executive directors (6411); superintendents (6411); or board members (6419): Includes registration fees	\$	\$
	Specify purpose:		
6429	Actual losses that could have been covered by permissible insurance	\$	\$
6490	Indemnification compensation for loss or damage	\$	\$
6490	Advisory council/committee travel or other expenses	\$	\$
6499	Membership dues in civic or community organizations (not allowable for university applicants)	\$	\$
	Specify name and purpose of organization:		
6499	Publication and printing costs—if reimbursed (specific approval required only for nonprofit organizations)	\$	\$
	Specify purpose:		
Subtotal other operating costs requiring specific approval:		\$60,000	\$
Remaining 6400—Other operating costs that do not require specific approval:		\$15,000	\$
3-Year Grand total:		\$75,000	\$

In-state travel for employees does not require specific approval. Field trips consistent with grant program guidelines do not require specific approval. See TEA Guidelines Related to Specific Costs for more information about field trips. For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration Grant Management Resources page.

Details of the out of state travel request: Attend the International Reading Association (IRA) Conference in St. Louis, MO July 17-20, 2015. To send 12 teachers, an estimate of travel cost including per diem is \$5,400. Conference registration is \$4,320 and hotel is \$4,896. We will attend this conference each year for three years. A total estimated cost per year is \$15,000.

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Schedule #11—Capital Outlay (6600/15XX)					
County-District Number or Vendor ID: 101912			Amendment number (for amendments only):		
15XX is only for use by charter schools sponsored by a nonprofit organization.					
#	Description/Purpose	Quantity	Unit Cost	Grant Amount Budgeted	Pre-Award
6669/15XX—Library Books and Media (capitalized and controlled by library)					
1	Classroom /School Leveled Library/Library Books	N/A	N/A	\$75,000	\$
66XX/15XX—Technology hardware, capitalized					
2	Document Cameras	20	\$500.00	\$30,000	\$
3	Interactive Smart Boards	15	\$5,200	\$78,000	\$
4	Laptop Cart (30)	4	\$22,500	\$90,000	\$
5	Computer Desktop	20	\$1,000	\$20,000	\$
6	LCD Projectors	20	\$1,400	\$28,000	\$
7	Printers Color	10	\$700.00	\$7,000	\$
8	Printers B&W	20	\$500.00	\$10,000	\$
9	Project Coordinator Desktop Computer	1	\$1,000	\$1,000	\$
10	Project Coordinator Color Printer	1	\$700.00	\$700.00	\$
11	iPad Cart (10)	6	\$6,800	\$40,800	\$
66XX/15XX—Technology software, capitalized					
12			\$	\$	\$
13			\$	\$	\$
14			\$	\$	\$
15			\$	\$	\$
16			\$	\$	\$
17			\$	\$	\$
18			\$	\$	\$
66XX/15XX—Equipment, furniture, or vehicles					
19			\$	\$	\$
20			\$	\$	\$
21			\$	\$	\$
22			\$	\$	\$
23			\$	\$	\$
24			\$	\$	\$
25			\$	\$	\$
26			\$	\$	\$
27			\$	\$	\$
28			\$	\$	\$
66XX/15XX—Capital expenditures for improvements to land, buildings, or equipment that materially increase their value or useful life					
29				\$	\$
3-Year Grand total:				\$380,500	\$

For a list of unallowable costs, as well as guidance related to capital outlay, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds

County-district number or vendor ID: 101912 | Amendment # (for amendments only):

Part 1: Student Demographics. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.

Total enrollment: 432				
Category	Number	Percentage	Category	Percentage
African American	360	82%	Attendance rate	96%
Hispanic	74	17%	Annual dropout rate (Gr 9-12)	N/A
White	2	5%	Annual graduation rate (Gr 9-12)	N/A
Asian	0	0%	STAAR / EOC met 2013 standard, mathematics (standard accountability indicator)	37%
Economically disadvantaged	424	98%	STAAR / EOC met 2013 standard, reading / ELA (standard accountability indicator)	48%
Limited English proficient (LEP)	23	5%	Students taking the ACT and/or SAT	N/A
Disciplinary placements	0	0%	Average SAT score (number value, not a percentage)	N/A
			Average ACT score (number value, not a percentage)	N/A

Comments

Part 2: Teacher Demographics. Enter the data requested. If data is not available, enter DNA.

Category	Number	Percentage	Category	Number	Percentage
African American	18	86%	No degree	0	0%
Hispanic	0	0%	Bachelor's degree	10	49%
White	1	4%	Master's degree	11	50%
Asian	2	9%	Doctorate	0	0%
1-5 years exp.	10	48%	Avg. salary, 1-5 years exp.	\$46,264	N/A
6-10 years exp.	4	19%	Avg. salary, 6-10 years exp.	\$48,409	N/A
11-20 years exp.	5	24%	Avg. salary, 11-20 years exp.	\$53,348	N/A
Over 20 years exp.	2	9%	Avg. salary, over 20 years exp.	\$62,887	N/A

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)															
County-district number or vendor ID: 101912								Amendment # (for amendments only):							
Part 3: Students to Be Served with Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.															
School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public	50	66	66	66	66	66	52								432
Open-enrollment charter school															
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:	50	66	66	66	66	66	52								432
Part 4: Teachers to Be Served with Grant Funds. Enter the number of teachers, by grade and type of school, projected to be served under the grant program.															
School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public	2	3	3	3	3	3	2								19
Open-enrollment charter school															
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:	2	3	3	3	3	3	2								19

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Schedule #13—Needs Assessment	
County-district number or vendor ID: 101912	Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized, data sources that were reviewed and participants (including stakeholders) in the needs assessment process. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

A committee of McGowen Elementary School leadership and instructional staff participated in a thorough review process of campus data, including current demographic data available through school records and census data that helped us to describe the community where the school is located and students. The committee assessed program evaluations, the *Your Voice Survey* results and the following data in order to identify areas of strength and areas of need: District Level Assessments (DLA), iStation data, Think Through Math data, Report Cards, Stanford 10 data, STAAR data, attendance data and common assessment data. The needs of the campus are prioritized with the ultimate goal of increasing student achievement through a culture of excellence that centers around rigor and accountability, engaging our stakeholders, and offering a 21st century learning experience to all students.

The campus is home to the northeast Houston community and serves 432 students from predominantly lower class families. Families who live in the McGowen Elementary attendance zone face serious challenges, including poverty, crime, unemployment and low educational attainment. "More than one-third (37%) of the population in the school's community lived below the poverty level in 1999. Sixty-seven percent of all residents in the super neighborhood had incomes less than twice the poverty level. Of those living below the poverty level, 38% were children under 18 years of age; and 11% were adults 65 and older", according to City of Houston Department of Health and Human Services Office of Surveillance and Public Health Preparedness 1999-2003 report.

Our student population is comprised of 87% African American and 13% Hispanic. Approximately 98% of our students receive either free or reduced lunch through the government-sponsored school nutrition program. Fifty percent (50%) are classified as at-risk. All instructional programs are provided in English. Twelve percent (12%) of the population is served through the special education program. Seven percent (7%) of our students are identified as gifted and talented students and are served in our Neighborhood Vanguard Program. The daily attendance rate is 95% and there is a 27% mobility rate.

At the start of the 2013-2014 school year, McGowen Elementary School began to serve students newly zoned from the North Forest Independent School District (NFISD) after the Commissioner of the Texas Education Agency ordered the district to close due to poor academic performance. About 30% of our population is now made up of students from NFISD. Students who reside in a residential treatment facility, Fresh Start Treatment Center are also now zoned to our campus. The facility is a twenty bed setting for Child Protective Services that serves as a treatment facility for children ages 7 through 17 who have level 4 and 5 behaviors (on a scale of 6) and are in the custody of the state due to abuse. Behaviors range from physical aggression (kicking, biting, hitting others), destruction of property, running from adults and school, self abuse, smearing feces, using profanity and hearing voices. The students are frequently in crisis due to the trauma they have experienced. We have had 9 male students to enroll this school year from the facility. A social worker is needed to provide services and also collaborate with the educational team, parents, and community agencies to facilitate the students' academic, emotional, and social potential. A major duty and responsibility will be to develop and implement direct intervention strategies for students, teachers, and families to resolve stressors and remove barriers that interfere with student success.

Students have made some academic growth, but not enough to meet state and federal standards. Currently, McGowen has a state academic rating of Improvement Required. Stanford 10 and STAAR results from 2012-2013 revealed the following concerns for McGowen Elementary: 20% of McGowen's students scored at or above the 50th percentile in reading and 21% scored at or above the 50th percentile in math according to Stanford 10 data. According to STAAR data only 46% percent of our students met Level II Satisfactory in reading, only 35% met Level II Satisfactory in math, 44% met Level II Satisfactory in writing and only 28% met Level II Satisfactory in science. According to the 2013 System Safeguards, we failed to meet the 50% target in the following areas; reading, math, science, writing, economically disadvantaged and the African American subgroups.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 101912

Amendment # (for amendments only):

Part 1: Process Description (cont). A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized, data sources that were reviewed and participants (including stakeholders) in the needs assessment process. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Needs assessment data also includes responses from teachers, parents and students surveyed at the end of the 2012-2013 school year regarding their overall satisfaction with academic rigor, school environment, school safety and campus leadership. The teachers, parents and students identified the following priorities: all students should receive data-driven differentiated instruction, the overall school climate should promote high expectations for all students, the school should be bully free and the campus leadership should positively impact and increase student achievement. Grant funds would be used to address these concerns through direct instructional and other support for teachers through core subject teacher specialists with evidence of exemplary teaching experience, professional development for teachers, programs that build student self-esteem and leadership skills and services that are geared towards increasing student academic success such as tutoring, extended learning time and personalized learning strategies.

In May of 2013, staff reviews were conducted of all faculty members at McGowen. Based on multiple data sources, including student performance EVAAS data, classroom observations and Teacher Appraisal and Development data, 8 of the 22 teachers were considered effective, 11 of the teachers were rated as needs improvement and 3 teachers were rated as ineffective. Additionally, greater than 40% of the teaching faculty at McGowen has 5 or less years of experience. During formal and informal surveys and conferences, teachers expressed their individual professional development needs. Data collected through these various measures indicates a need for targeted, job-embedded professional development for teachers.

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By TEA staff person:

Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 101912

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Increase targeted, job-embedded professional development for teachers.	A Full-time Teacher Specialist to coach and support teachers who teach Reading/Language Arts and Full-time Teacher Specialist to coach and support teachers who teach Math/Science. Will also work with campus leadership in formulating professional development opportunities for teachers within the individual building
2.	Increase parental involvement through parent trainings.	A Parent Resource Center would be opened on the campus to connect and empower parents through parents-as-partners training, computer training to learn how to access student achievement data, and resources to assist their child with achieving academic success
3.	Enhance campus culture to promote a culture of achievement and high expectations.	A Social Worker would assess needs and counsel students and families regarding social, emotional, or developmental adjustments. Perform additional duties that would include development and implementation of programs to address culture and climate of the campus; such as: fewer discipline referrals, building students' self-confidence, and increased parental engagement
4.	Increase the percent of students in 1 st and 2 nd grade who scored at or above the 50 th percentile in reading based on Stanford 10 from 20% to 75% and increase the percent of students in grades 3-5 who scored at Level II Satisfactory in reading from 46% to 75% with at least 15% reaching Advanced Level III by the end of the 2014-2015 school year.	Tutors, formative assessments, accelerated reading, leveled classroom library books, E-readers or electronic books, take home books, tiered intervention supplemental resources (Reading Mastery), extended school day for interventions, content training, and ongoing professional development for lesson design and data-driven instruction.
5.	Increase the percent of students in 1 st and 2 nd grade who scored at or above the 50 th percentile in math based on Stanford 10 from 21% to 75% and increase the percent of students in grades 3-5 who scored at Level II Satisfactory in math from 35% to 75% with at least 15% reaching Advanced Level III by the end of the 2014-2015 school year.	Tutors, formative assessments, math manipulatives, supplemental resources for acceleration and intervention, TEK specific math software programs, extended school day for interventions, content training, ongoing professional development for lesson design and data-driven instruction.

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Schedule #14—Management Plan

County-district number or vendor ID: 101912

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	District Coordinator of School Improvement (DCSI) (required)	Master's Degree, Administrative certification with 3 or more years in leadership management role as principal, etc. Expertise in planning, implementing, and managing improvement efforts at the campus and/or district level. Strong communication skills, both oral and written.
2.	Project Coordinator	Master's degree from an accredited college or university; Texas Teacher Certification, Supervisory certification; five to seven years in related experience with three years highly effective teaching experience; thorough knowledge of curriculum, district policies and procedures.
3.	Teacher Specialist	Texas Teacher Certification with appropriate endorsements; Master's degree; five years of successful classroom teaching experience in related field. Must demonstrate leadership abilities in organizing, implementing, and maintaining an effective collaborative instructional program.
4.	Academic Tutors	Minimum 60 college hours. Bachelor's Degree strongly preferred; no experience required. Ability to tutor and assist students in a variety of academic areas, individually or in small groups, to help the student master assignments and to reinforce learning concepts presented by the classroom teacher
5.	Research Specialists	Master's Degree; Knowledge and proficiency with SPSS or other statistical software, Microsoft Access and additional database software, Thorough understanding of relational data, statistical analysis/research methods skills, Ability to compose reports of research findings in an appropriate and defined format
6.	Data Entry Clerk	Bachelor's degree preferred; Requires thorough knowledge of district policies, procedures, and reporting systems. Ability to maintain confidentiality regarding staff and school related issues. Interprets, analyzes, corrects, and maintains all Chancery, PEIMS, and Region IV computer printouts and rosters
7.	School Improvement Officer (SSO)	Master's degree, minimum. Administrative Certification or higher. Experience as effective principal and management/leadership skills, coach and support to the principal and campus leadership team.
8.	External contract providers	Meet requirements of the district procurement department to provide goods and services to HISD.
9.	Social Worker	BSW; MSW preferred; at least 3 years of experience providing direct services as a school or clinical social worker to children or adolescents and families. Experience implementing programs or school-wide strategies that increase academic achievement and parental involvement.
10.	Parent Liaison	Bachelor's degree in education or related field; strong communication skills, experience working with groups, making presentations; excellent organization skills.

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 101912

Amendment # (for amendments only):

Part 2: External Providers. Describe the process used to recruit, select and provide oversight to external providers to ensure their quality. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The HISD Procurement Service Department is responsible for facilitating the processes governed by state and federal law to ensure best practices and a leveled playing field. They are also responsible for fair and equitable treatment for all suppliers. Both the Supplier and HISD will benefit from working as business partners to strengthen the social and economic foundation of the district and the community at large. The *mission* of the HISD Procurement Service Department is to ensure the uninterrupted flow of goods and services needed to efficiently operate the district cost effectively. In other words, the right products and services, at the right cost, from the right Supplier, to the right location, at the right time, every time.

Procurement Services has the authority to commit district funds for the acquisition of goods and services. Procurement Services is responsible for facilitating the processes governed by state and federal law to ensure best practices, and an equally competitive environment for the purchase of all goods and services. The district purchases a wide variety of goods and services, including but not limited to: (1) Consultants/Professional Services; (2) Constructive/Repairs of Facilities; and (3) All other goods and services. The district is required to competitively bid any and all expenditures greater than \$10,000.00 in the aggregate; meaning just about every purchase made by the district.

BIDS AND PROPOSALS: All expenditures (district-wide) must be competitively bid by the Procurement Services Department, only competitive bids are generally solicited either by means of a Request For Proposal (RFP), or a competitive sealed bid (or proposal). While RFP's may result in additional negotiations before a contract award takes place, all bids/proposals should always be prepared with utmost care, providing the bidder's best offer. Contracts awarded as a result of an erroneous offer may result in serious financial loss or other hardship for the bidder. Current bid/proposal solicitations are announced in one or more local newspapers of mass-distribution for two consecutive weeks. They are also posted on the district's Procurement Web site and are physically posted on the district bulletin board in the Hattie Mae White Educational Support Center.

Usually, all contracts that require Board of Education approval (\$10,000. or greater) will result in a Master Agreement (contract), against which, one or more purchase order may reference.

MINORITY AND WOMEN BUSINESS ENTERPRISES (MWBE) PROGRAM: HISD, in keeping with its high standards, good business practices and fiduciary responsibility as a taxpayer supported public entity, continually strives to ensure that all Supplier have the Suppliers as a business enterprise that is at least 51% owned, operated managed, and controlled by one or more members of the following socially or economically disadvantaged groups: African Americans, Hispanic Americans, Asian/Pacific Island Americans, native American Indians (American Indians, Eskimos, Aleuts, and native Hawaiians), and non-minority women. HISD's minimum MWBE goal is 20% of all purchasing and construction, and 25% for professional services. At the very least, good faith efforts in the use of MWBE's are required by policy in the purchase of:

- Goods and Nonprofessional Services (General and Subcontractors)
- Construction Contract
- Professional Services

All district Suppliers are asked to commit to the same goals when doing business with their Suppliers. MWBE seminars are held on the first (business) Monday of each month.

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 101912

Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The proposed project's evaluation plan includes both formative and summative components to ensure **feedback and continuous improvement**. The overall responsibility for implementing the project's evaluation plan, at the campus level, is the responsibility of the project coordinator. The Project Coordinator will work closely with the Houston ISD Research and Accountability Department to facilitate the implementation and monitoring of the proposed project. He/she will report, where appropriate, on a quarterly and end-of-year basis, both formative and summative program findings to the Campus Principal and school staff, parents and community members, key partners, as well as other district and community stakeholders.

The products of the ongoing monitoring and formative evaluation will be used to provide timely, regular, and useful feedback to the district and school community on the success and progress of implementation, as well as to identify areas for needed improvement. The plan for ongoing monitoring for continuous improvement will be based on the stated goals and objectives, as outlined previously. The proposed project's processes will be continually reviewed and improved.

In order to ensure that a process for ongoing monitoring for continuous improvement is implemented, the evaluation design will follow an action plan, at the campus level that:

- Will convene regular meetings with staff and other stakeholders for discussing monitoring and progress;
- Based on these meetings with stakeholders for discussing monitoring and progress, program modifications, as needed, will be formulated and implemented;
- Surveys will be provided, at any time, to elicit feedback from students, parents, and other stakeholders; and
- For issues that cannot be resolved at the campus level, the Campus Principal will report these challenges, in a timely manner, to the Superintendent of Schools for quick resolution.

The plan will articulate policies and procedures for facilitating ongoing monitoring and continuous improvement will be made available and will be communicated to all staff and stakeholders at the beginning of the project's grant period, as well as available for reference, at any time, by making a request to the PD.

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 101912

Amendment # (for amendments only):

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Describe how the LEA will provide continued funding and support to sustain the reform after the grant period ends. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The *strategic intent of the Houston ISD* is to transform persistently low performing schools and to close the achievement gap between the economically disadvantaged students and the majority. With that in mind the district has lengthened the school hour, with additional teacher time and rigorous tutorials in the lowest performing high schools as a means of closing this achievement gap. HISD has adopted the lengthened time, rigorous tutorials and parent commitment as a culture in the bid to transform these schools into high achieving, college and career ready life-long learning communities.

The district is committed to finding resources through Title I, foundations, matching grants and other resources to support this new direction in the attempt to transform its low performing schools into schools of choice where students feel safe, valued and can develop relationships with their educators.

Mentoring relationships will be established between Exemplar and Targeted Schools to foster best practices and develop relevance and rigor in student activities. Targeted schools meet regularly in PLCs to examine student work and teacher curriculum delivery with exemplar schools as coaches and mentors. Principals provide on-going feedback after classroom walk-throughs to validate learning and to help teachers improve on student learning. New teacher pathways include principals, district administrators and all teachers new to the district; training-of-trainer (TOT); training is incorporated into new teacher in-service to enable teachers to understand the core values of the district.

The Houston ISD Board of Education supports transforming schools to the benefit of its students. Houston ISD has developed a strategic direction that will guide the best course of action for its students in order to realize the goals outlined by the Board of Education.

The **objectives of the strategic planning process** are:

1. create a clear picture around efforts to increase student achievement;
2. integrate findings from other ongoing efforts
3. outline a set of strategic initiatives that enable HISD to meet its goals, assembling current efforts into a single picture and identifying gaps; and
4. determine any adjustments required to current resources both human and financial to support the strategic initiatives.

To maximize the effectiveness of grant funds, McGowen will align campus and district goals and objectives with the respective roles of all stakeholders. McGowen Elementary School and the district will use grant funds for the purposes requested to ensure the goals are met. To fulfill these obligations, the principal and members of the leadership team will closely monitor timelines and progress.

To further sustain the commitment, HISD and McGowen will focus on building relationships between and among the stakeholders. To ensure that all project participants remain committed to the project's success, HISD and McGowen will consider diverse points of view, opting for decision making possibilities, such as surveys, which offer valued input. The goal is to create and share truthful, comprehensive, and concise information. Partners will also be invited in to view and assess the progress of the proposed project's implementation toward achieving the goals and objectives.

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 101912

Amendment # (for amendments only):

Part 4: Sustainability and Commitment (cont). Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Describe how the LEA will provide continued funding and support to sustain the reform after the grant period ends. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.



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Schedule #15—Project Evaluation

County-district number or vendor ID: 101912

Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Increase student achievement in reading.	1.	Common Assessment/Benchmark Data
		2.	Stanford 10 Data
		3.	STAAR Data
2.	Increase student achievement in math.	1.	Common Assessment/Benchmark Data
		2.	Stanford 10 Data
		3.	STAAR Data
3.	Increase parental involvement.	1.	Parent Survey
		2.	Teacher/Staff Survey
		3.	Student Survey/Student Assessment Data
4.	Build teacher capacity.	1.	Teacher Appraisal
		2.	Classroom Walk-through/Observations
		3.	PLC Sign-In Sheets/Minutes
5.	Enhance school culture.	1.	Your Voice Survey
		2.	Feedback from School Culture Committee
		3.	Survey-PTO/Business Partners

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Schedule #15—Project Evaluation (cont.)

County-district number or vendor ID: 101912

Amendment # (for amendments only):

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Describe how the district will modify its practices or policies, if necessary, to enable schools to implement interventions fully and effectively. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The proposed project's data collection and problem correction plan includes both formative and summative components to ensure ongoing monitoring for continuous improvement. The Project Coordinator will work closely with the Houston ISD Research and Accountability Department to facilitate the implementation and monitoring of the proposed project. With the assistance of the Houston ISD Research and Accountability Department, the Project Coordinator will report, where appropriate on a quarterly and end-of year basis, both formative and summative program findings to the Campus Principal and school staff, parents, community members, key partners, the Houston ISD Superintendent of Schools and Board of Trustees, and the Texas Education Agency.

The products of the ongoing monitoring and formative evaluation will be used to provide timely, regular, and useful feedback to the district and school community on the success and progress of implementation, as well as to identify areas for needed improvement.

Additionally, quantitative and qualitative data will be collected and used on the campus on an ongoing basis to regularly assess performance and make continuous improvements. The instructional leadership team will collect and analyze student performance data and make data readily available to teachers and district administrators. The data will be presented in a way that facilitates understanding, can be used to improve instruction, and can aid in obtaining improved results. Information presented in the data room includes student demographics at the campus, historical performance, performance of special populations and student sub groups, campus and district goals, focus areas for the school year, and campus performance objectives for each subject area. District mechanisms will be used to retrieve and view specific data on a student, class, or the school on a daily basis. All staff members will receive ongoing professional development on analyzing data and using data for targeted instruction and interventions.

To ensure ongoing monitoring for continuous improvement, we will implement the evaluation design below at the campus level:

- Meet regularly with staff and other stakeholders to review progress and procedures for monitoring progress
- Based on these meetings with stakeholders for the discussion of monitoring and progress, program modifications, as needed, will be formulated and implemented
- Data will be collected through surveys at regular intervals throughout the grant period, to elicit feedback from students, parents and other stakeholders
- For issues that cannot be resolved at the campus level, the Campus Principal will report these challenges, in a timely manner, to the Project Coordinator and/or the DCSI for quick resolution

The plan will articulate policies and procedures for facilitating ongoing monitoring and continuous improvement will be made available and will be communicated to all staff and stakeholders at the beginning of the project's grant period, as well as made available for reference, at any time, by making a request to the Project Coordinator. Overall, the process to ensure ongoing monitoring for continuous improvement will be aligned to the seven Critical Success Factors for TTIPS Cycle 3.

The Project Coordinator and campus leadership team will collect, analyze, and report on the TEA required performance-based measures as well as additional performance measures at baseline and follow up to more comprehensively determine the effectiveness of the program. These measures will use a combination of evaluation methods and metrics that are clearly linked to continuous improvement of student performance including: attendance and retention, grades in the core subjects, oral communication and student motivation. Documentation, monitoring, and reporting will allow program staff to anticipate and/or explain any changes in the planned intervention or evaluation. This information will be used to review and revise program deficiencies as they are encountered, provide for continuous improvement of the program, and disseminate findings to the campus, TEA and stakeholders in the community.

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Schedule #16—Responses to Statutory Requirements	
County-district number or vendor ID: 101912	Amendment # (for amendments only):
Part 1: Intervention Model to be Implemented – Indicate the model selected by the LEA/Campus for implementation.	
<input checked="" type="checkbox"/> Transformation <input type="checkbox"/> Turnaround <input type="checkbox"/> Closure <input type="checkbox"/> Restart	

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Schedule #16—Responses to Statutory Requirements					
County-district number or vendor ID: 101912			Amendment # (for amendments only):		
Part 2: Intervention Model Requirements and Timeline (TRANSFORMATION MODEL) – Indicate the activities selected for implementation to fulfill each federal requirement of the selected intervention. The anticipated timeline for implementation of each activity should also be included.					
CSF	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Improve Academic Performance	Strengthen the School's Instructional Program	1. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards.	A. Research and analyze data available for the program and align to campus needs	08/2014	09/2014
			B. Purchase resources for implementing the program with fidelity	08/2014	12/2014
			C. Provide initial training for all staff who will be responsible for implementation	08/2014	09/2014
			D. Provide ongoing monitoring of the implementation with feedback for continuous improvement	08/2014	05/2017
		2. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.	A. Create a campus Data Room for continuous use	08/2014	07/2017
			B. Develop and use common templates for data analysis, collection and reporting	08/2014	07/2017
			C. Provide ongoing professional development for implementing the RTI process	08/2014	05/2017
			D. Use Dashboard and EdPlan to generate data reports	08/2014	07/2017

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CSF	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Use of Quality Data to Inform Instruction	Use of Data to Inform Instruction	1. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards.	A. Administer the programs BOY, MOY and EOY assessments to determine if the program addresses the learning needs of our students	08/2014	05/2017
			B. Attend the Lead 4Ward Instruct, Implement and Impact training	08/2014	12/2014
		2. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.	A. Formative assessments will be administered every three weeks	10/2014	5/2017
			B. After all formative and District Level Assessments (DLA), students will add results to their data trackers and set goals for continuous improvement	08/2014	05/2017
			C. Teachers will collaborate weekly during 90 minute PLC meetings and implement the RTI process for students in need of intervention and/or acceleration	08/2014	05/2017
			D. Teachers will analyze student progress to plan differentiated instruction. Conduct one-on-one conferences with students	08/2014	05/2017
			E. Teachers will conduct one-on-one conferences to review students' annual learning goals	08/2014	05/2017

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CSF	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Leadership Effectiveness	Providing strong leadership	1. Replace the principal who led the school prior to the commencement of the transformation model.	Current principal has been on campus less than 2 years: Dana Arreola (Hire Date – May 2012)		
		2. Use rigorous, transparent, and equitable evaluation systems for principals that take into account data on <i>student growth</i> as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduations rates; and are designed and developed with teacher and principal involvement Definition: <i>Student growth</i> means the change in achievement for an individual student between two or more points in time. For grades in which the State administers summative assessments in reading/ language arts and mathematics, student growth data must be based on a student's score on the State's assessment under section 1111(b)(3) of the ESEA. A State may also include other measures that are rigorous and comparable across classrooms.	A. Annual School Leader Appraisal by District School Support Officer (annually)	08/2014	05/2017
			B. School Leader Goal Setting Conference with District School Support Officer (annually)	08/2014	05/2017
			C. School Leader Progress Conference with District School Support Officer (annually)	08/2014	05/2017

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Schedule #16—Responses to Statutory Requirements

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Part 2: Intervention Model Requirements and Timeline (TRANSFORMATION MODEL)– Indicate the activities selected for implementation to fulfill each federal requirement of the selected intervention. The anticipated timeline for implementation of each activity should also be included.

CSF	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Leadership Effectiveness	Providing strong leadership	3. Identify and reward school leaders who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so.	A. Provide ongoing support for sustainability and continuous improvement	08/2014	05/2017
			B. Performance-based incentives/stipends	08/2014	05/2017
			C. Annual Goal Setting and Progress Conferences	08/2014	05/2017
			D.		
		4. Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates.	A. Decentralize budget	08/2014	05/2017
			B. Develop timeline to implement goals determined by school improvement plan	09/2014	05/2017
			C.		
			D.		

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CSF	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Learning Time	Redesigned School Calendar	1. Establish schedules and strategies that provide increased learning time (using a longer day, week or year)	A. Extended daily schedule by a minimum of 30 minutes to provide embedded interventions and/or acceleration	08/2014	05/2017
			B. Provide one hour of extended day sessions at least 3 times/wk.	08/2014	05/2017
			C. Extend the school year by 3 days during Spring Break and by a minimum of 21 days in the summer	08/2014	04/2017
		2. Provide additional time for instruction in core academic subjects including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography.	A. Provide flexible scheduling to offer students options – before/after school tutoring, extended day and Saturday School	08/2014	05/2017
			B. Flexible scheduling that would allow for double-blocking.	08/2014	05/2017
		3. Provide Additional time for instruction in other subjects and enrichment activities that contribute to a well rounded education, including, for example, physical education, service learning, and experiential and work based learning opportunities that are provided by partnering, as appropriate, with other organizations.	A. Provide flexible scheduling to offer students options for enrichments/extra-curricular activities – before/after school tutoring, extended day and Saturday School	08/2014	05/2017
			B. Offer clubs and organizations that support students' career interest, hobbies and academic needs	08/2014	05/2017
		4. Provide additional time for teachers to collaborate, plan, and engage in professional development within and across grades and subjects.	A. Provide common planning time for core academic areas to enable teachers to collaborate and to ensure vertical and horizontal alignment of curriculum	09/2014	05/2017
			B. Extend instruction through the use of technology after regular school hours	08/2014	05/2017

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CSF	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Parent / Community Engagement	Ongoing Family and Community Engagement	1. Provide ongoing mechanisms for family engagement	A. Hire a full time Parent Liaison to implement parent engagement programs and activities	08/2014	10/2014
			B. Invite parents and community members to serve on the Site-Based Decision Making Committee	08/2014	05/2017
			C. Communicate with parents regarding student progress via email, School Messenger, social media, report cards and newsletters	08/2014	05/2017
			D. Provide ongoing training for parents to access Gradespeed and access to computers	08/2014	05/2017
			E. Host content curriculum nights for parents once a month	08/2014	05/2017
		2. Provide ongoing mechanisms for community engagement	A. Host annual College and Career Nights	08/2014	05/2017
			B. Open a campus-based Parent/Community Resource center	08/2014	05/2017
			C. Host community forums for input on decisions that impact students' academic and social needs	08/2014	05/2017
			D. Partner with community organizations, health clinics, and other local agencies to create a safe school community, support students' health needs and their emotional needs	08/2014	05/2017

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CSF	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Improve School Climate	Improve School Climate	Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization.	A. Confirm designation of grant-specific personnel <ul style="list-style-type: none"> Grant Project Coordinator Additional data support personnel 	08/2014	12/2014
			B. Set contracts with existing providers, Region IV, and other assistance providers as needed	08/2014	06/2017
			C. Begin project management team meetings to enhance, monitor, adjust, and finalize implementation timeline (monthly for first 4 months of project, then quarterly.)	08/2014	05/2017
			D. Gather final data, conduct year-end and summative evaluations of program implementations	05/2015	05/2017
			E. Begin planning to adjust activities for the following school year	03/2015	05/2017

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CSF	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Teacher Quality	Ensure Effective Teachers	1. Use rigorous, transparent, and equitable evaluation systems for teachers that Take into account data on <i>student growth</i> as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduations rates; and are designed and developed with teacher and principal involvement Definition: <i>Student growth</i> means the change in achievement for an individual student between two or more points in time. For grades in which the State administers summative assessments in reading/ language arts and mathematics, student growth data must be based on a student's score on the State's assessment under section 1111(b)(3) of the ESEA. A State may also include other measures that are rigorous and comparable across classrooms.	A. Use the HISD Teacher Appraisal and Development System to evaluate teachers and provide professional development for continuous improvement	08/2014	05/2017
			B. Provide differentiated programs and trainings for teachers	08/2014	05/2017
			C. Implement systems for ongoing feedback and observations	08/2014	05/2017
			D. Ongoing job-embedded professional development	08/2014	05/2017
			E. Review EVAAS reports/ student growth data	09/2014	05/2017
			F. Use PLCs to routinely review data dashboard for comprehensive look at campus profile	09/2014	05-2017
			G.		
			H.		

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Part 2: Intervention Model Requirements and Timeline (TRANSFORMATION MODEL) – Indicate the activities selected for implementation to fulfill each federal requirement of the selected intervention. The anticipated timeline for implementation of each activity should also be included.					
CSF	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Teacher Quality	Ensure Effective Teachers	2. Identify and reward teachers and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so.	A. Performance-based incentive pay (district funded)	08/2014	08/2017
			B. Implementation of the Teacher Appraisal and Development System	08/2014	05/2017
			C. Individualized Professional Development Plan (IPDP)	08/2014	05/2017
			D. Prescriptive Plan for Assistance (PPA)	08/2014	05/2017
		3. Provide staff ongoing, high quality, job-embedded professional development (e.g., regarding subject specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.	A. Recruit and hire highly effective and highly qualified staff	08/2014	05/2017
			B. Promote and support teacher retention through professional development identified based on student performance data and/or classroom observation data	08/2014	05/2017
			C. Provide job embedded professional development on analysis of student performance and classroom observation data	08/2014	05/2017
			D. Increase content knowledge and instructional strategies through PLC and collaboration	08/2014	05/2017
			E. Provide mentor, coaches and/or content specific specialists to support teaching and learning	08/2014	05/2017
			F.		

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CSF	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Teacher Quality	<i>Ensure Effective Teachers</i>	4. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation / turnaround school.	A. Identify grade level, content and department lead teachers	08/2014	09/2014
			B. Offer stipends and incentives for lead teacher roles	08/2014	05/2017
			C. Provide lead teachers with opportunities to participate in leadership professional developments	08/2014	05/2017
			D. Delegate leadership responsibilities to teacher leaders	08/2014	05/2017

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CSF	Turnaround Principle	Federal Turnaround Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Improve Academic Performance	Strengthen the School's Instructional Program	1. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next, as well as aligned with State academic standards.	A.		
			B.		
			C.		
			D.		
			E.		
		2. Promote continuous use of student data (such as formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.	A.		
			B.		
			C.		
			D.		
			E.		

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CSF	Turnaround Principle	Federal Turnaround Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Use of Quality Data to Inform Instruction	Use of Data to Inform Instruction	1. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards.	A.		
			B.		
			C.		
			D.		
		2. Use data to inform and differentiate instruction in order to meet the academic needs of individual students.	A.		
			B.		
			C.		
			D.		
			E.		

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CSF	Turnaround Principle	Federal Turnaround Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Leadership Effectiveness	Providing strong leadership	1. Replace the principal.	Provide name and date of hire for principal or date of anticipated replacement:		
		2. Grant principal sufficient operational flexibility (including in staffing, calendars / time, and budgeting) to implement a fully comprehensive approach in order to substantially improve student achievement and outcomes, increase school graduation rates	A.		
			B.		
			C.		
			D.		
			E.		
		3. Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new "turnaround office" in the LEA or SEA, hire a "turnaround leader" who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability	A.		
			B.		
			C.		
			D.		
E.					

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CSF	Turnaround Principle	Federal Turnaround Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Learning Time	Redesigned School Calendar	1. Establish schedules and strategies that provide increased learning time (using a longer day, week or year)	A.		
			B.		
			C.		
		2. Provide additional time for instruction in core academic subjects including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography.	A.		
			B.		
			C.		
		3. Provide Additional time for instruction in other subjects and enrichment activities that contribute to a well rounded education, including, for example, physical education, service learning, and experiential and work based learning opportunities that are provided by partnering, as appropriate, with other organizations.	A.		
			B.		
			C.		
		4. Provide additional time for teachers to collaborate, plan, and engage in professional development within and across grades and subjects.	A.		
			B.		
			C.		

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CSF	Turnaround Principle	Federal Turnaround Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Parent / Community Engagement	Ongoing Family and Community Engagement	Provide appropriate community-oriented services and supports for students.	A.		
			B.		
			C.		
			D.		
Improve School Climate	Improve School Climate	Provide appropriate community-oriented services and supports for students.	B.		
			C.		
			D.		
			E.		

N/A

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CSF	Turnaround Principle	Federal Turnaround Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Teacher Quality	Ensure Effective Teachers	1. Using locally adopted competencies to measure effectiveness of staff who can work within the turnaround environment to meet the needs of students, select all existing staff and determine if and when to hire new staff.	A.		
			B.		
			C.		
			D.		
		2. Using locally adopted competencies to measure effectiveness of staff who can work within the turnaround environment to meet the needs of students, select new staff.	E.		
			F.		
			G.		
			H.		

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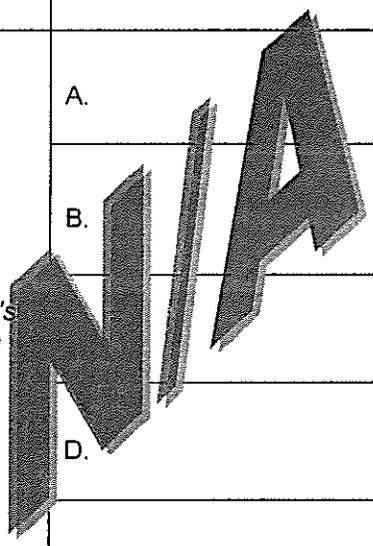
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CSF	Turnaround Principle	Federal Turnaround Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Teacher Quality	Ensure Effective Teachers	3. Provide staff ongoing, high quality, job-embedded professional development (e.g., regarding subject specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, differentiated instruction) aligned with school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.	A.		
			B.		
			C.		
			D.		
			E.		
		4. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a turnaround school.	A.		
			B.		
			C.		
			D.		
			E.		

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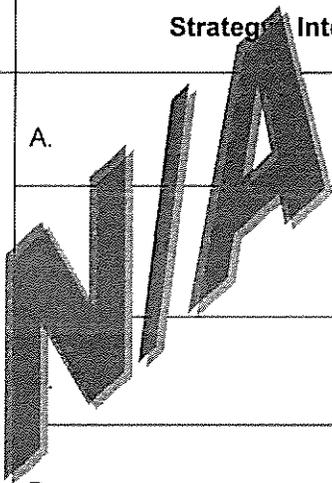
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CSF	Turnaround Principle	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Improve Academic Performance	Strengthen the School's Instructional Program	A.		
		B.		
		C.		
		D.		
		E.		
Increase Use of Quality Data to Inform Instruction	Use of Data to Inform Instruction	A.		
		B.		
		C.		
		D.		
		E.		



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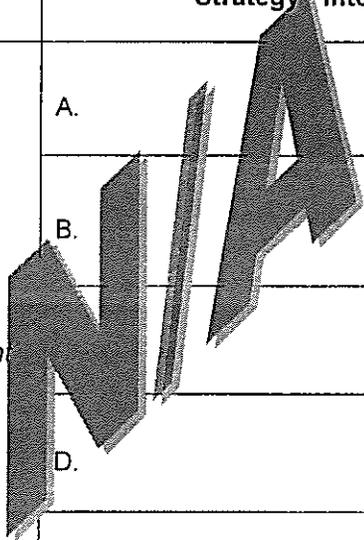
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CSF	Turnaround Principle	Strategy Intervention	Begin Date MM / YY	End Date MM / YY
Increase Leadership Effectiveness	Providing strong leadership	A.		
		B.		
		C.		
		D.		
		E.		
Increase Learning Time	Redesigned School Calendar	A.		
		B.		
		C.		
		D.		
		E.		



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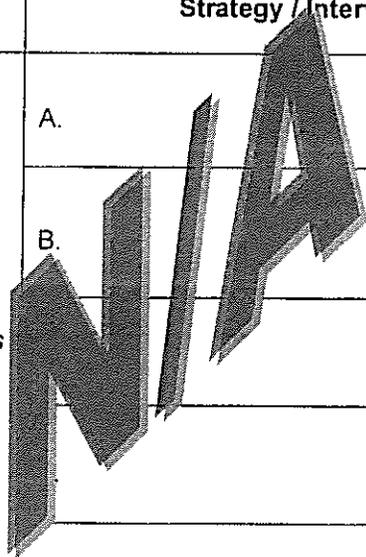
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CSF	Turnaround Principle	Strategy/ Intervention	Begin Date MM / YY	End Date MM / YY
Increase Parent / Community Engagement	<i>Ongoing Family and Community Engagement</i>	A.		
		B.		
		D.		
		E.		
Improve School Climate	<i>Improve School Climate</i>	A.		
		B.		
		C.		
		D.		
		E.		



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CSF	Turnaround Principle	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Teacher Quality	<i>Ensure Effective Teachers</i>	A.		
		B.		
		E.		



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Federal Closure Model Requirements: School closure occurs when an LEA closes a school and enrolls the students who attended that school in other schools in the LEA that are higher achieving. These other schools should be within reasonable proximity to the closed school and may include, but are not limited to, charter schools or new schools for which achievement data are not yet available.				
CSF	Turnaround Principle	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Improve Academic Performance	Strengthen the School's Instructional Program	A.		
		B.		
		C.		
		D.		
		E.		
Increase Use of Quality Data to Inform Instruction	Use of Data to Inform Instruction	A.		
		B.		
		C.		
		D.		
		E.		

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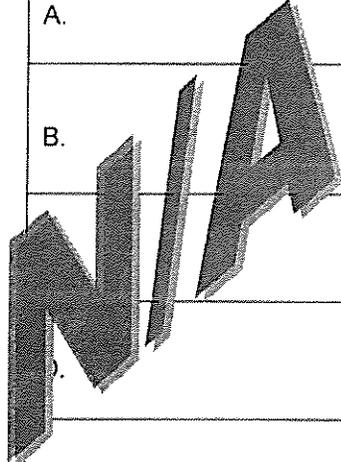
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Federal Closure Model Requirements: School closure occurs when an LEA closes a school and enrolls the students who attended that school in other schools in the LEA that are higher achieving. These other schools should be within reasonable proximity to the closed school and may include, but are not limited to, charter schools or new schools for which achievement data are not yet available.

CSF	Turnaround Principle	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Leadership Effectiveness	<i>Providing strong leadership</i>	A.		
		B.		
		C.		
		D.		
		E.		
Increase Learning Time	<i>Redesigned School Calendar</i>	A.		
		B.		
		C.		
		D.		
		E.		



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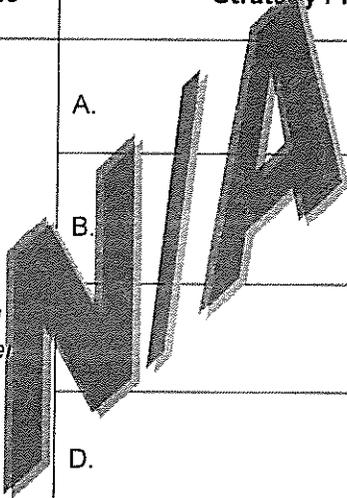
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CSF	Turnaround Principle	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Parent / Community Engagement	Ongoing Family and Community Engagement	A.		
		B.		
		D.		
		E.		
Improve School Climate	Improve School Climate	A.		
		B.		
		C.		
		D.		
		E.		



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CSF	Turnaround Principle	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Teacher Quality	Ensure Effective Teachers	A.		
		B.		
		C.		
		D.		
		E.		

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 101912

Amendment # (for amendments only):

Part 3: District Capacity: Describe the actions the district has taken, or will take, to determine its capacity to provide adequate resources and related support to the applicant priority school in order to implement, fully and effectively, the required activities of the school intervention model it has selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 points.

The strategic intent of the HISD is to transform persistently low performing schools and to close the achievement gap between the economically disadvantaged students and the majority. The district is committed to lengthen the school hour, with additional teacher time and rigorous tutorials in the lowest performing high schools as a means of closing this achievement gap. HISD is adopting the lengthened time, rigorous tutorials and parent commitment as a culture in the bid to transform this school into a high achieving, college and career ready life-long learning community. The district is committed to finding resources through Title 1, foundations matching grants, and other resources to support this new direction in the attempt to transform its low performing schools into schools of choice where students feel safe, valued, and can develop relationships with their educators.

Funds for this program will supplement funds from federal, state, and local funds. By using the proposed funds in a supplementary fashion, the Houston Independent School District will be able to substantially increase its ability to develop highly skilled and qualified teachers, truly transforming the educational environment and ensuring students are college-ready, career-ready, and life-ready. Such professional development will help make certain that highly qualified teachers work to engage all students.

The DCSI, Program Coordinator and assigned School Support Officer will:

- Ensure participation of the relevant staff in the improvement process
- Provide support and feedback to the principal as needed or requested
- Take an active role in problem solving with the campus leadership team
- Ensure effective implementation of all components of the grant process

Additionally, the HISD will provide technical assistance to McGowen ES on multiple levels via Central Office Administration including:

- **Grant Development Department:** General grant management and technical assistance in the completion and filing of progress reports with TEA.
- **Research And Accountability:** Assistance in accessing student data for evaluation reports.
- **Accounting/ Budgeting/Purchasing Departments:** Assistance in managing budgets, tracking of expenses, purchases; and completion of periodic financial reports as required by TEA.
- **Legal Department:** Assistance in the development and approval of contracts.
- **Curriculum Department:** Support of curricular enhancements and assistance with the district's online curricular alignment resource.
- **DCSI:** Provide forums for disseminating and sharing information regarding the outcomes of the project and assistance with observation and monitoring of campus transformation.

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Schedule #16—Responses to Statutory Requirements (cont.)

Amendment # (for amendments only): 101912

Part 4: Pre-implementation Timeline (OPTIONAL): Provide a description and timeline of activities that the campus will conduct, or has conducted, during the Spring and /or Summer of 2014 in order to prepare for full implementation of the selected intervention model during the 2014-2015 school year. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Click and type here to enter response.



Schedule #18—Equitable Access and Participation

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No Barriers				
#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Gender-Specific Bias				
#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Cultural, Linguistic, or Economic Diversity				
#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 101912 Amendment number (for amendments only):

Barrier: Cultural, Linguistic, or Economic Diversity (cont.)

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B15	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gang-Related Activities

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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County-District Number or Vendor ID: 101912		Amendment number (for amendments only):		
Barrier: Gang-Related Activities (cont.)				
#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C10	Strengthen school/parent compacts	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
C11	Establish partnerships with law enforcement agencies	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Drug-Related Activities				
#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
D10	Establish school/parent compacts	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
D11	Develop/maintain community partnerships	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Visual Impairments				
#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information on tape	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Hearing Impairments

#	Strategies for Hearing Impairments	Students	Teachers	Others
F01	Provide early identification and intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Learning Disabilities

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Physical Disabilities or Constraints

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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Barrier: Inaccessible Physical Structures				
#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Absenteeism/Truancy				
#	Strategies for Absenteeism/Truancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K09	Develop/maintain community partnerships	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: High Mobility Rates				
#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
L02	Establish partnerships with parents of highly mobile families	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Lack of Support from Parents				
#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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County-District Number or Vendor ID: 101912		Amendment number (for amendments only):		
Barrier: Lack of Support from Parents (cont.)				
#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M13	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Shortage of Qualified Personnel				
#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
N02	Recruit and retain teachers from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
N03	Provide mentor program for new teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new teachers	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Lack of Knowledge Regarding Program Benefits				
#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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Barrier: Lack of Knowledge Regarding Program Benefits (cont.)				
#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations and newspapers about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Lack of Transportation to Program Activities				
#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Other Barriers				
#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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